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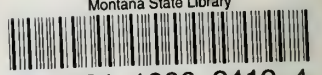
WICHE

ANNUAL REPORT 1975

January 1976

A Report to
The Governors,
The Legislators, and
The People of the 13 Western States

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WICHE

An Equal Opportunity Employer
P.O. Drawer P
Boulder, Colorado 80302

ANNUAL REPORT 1975

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WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

HISTORY:

- was created to administer the Western Regional Education Compact, which has been adopted by the legislatures of all the 13 western states.
- was formally established in 1951, after ratification of the Compact by five state legislatures; program activities began in 1953.

ORGANIZATION:

- is composed of 39 Commissioners, three from each state, appointed by their governors; they serve without pay.
- is served by a small professional staff, supplemented by consultants, councils, and committees.

PURPOSE:

- seeks to increase educational opportunities for western youth.
- assists colleges and universities to improve both their academic programs and their institutional management.
- aids in expanding the supply of specialized manpower in the West.
- helps colleges and universities appraise and respond to changing educational and social needs of the region.
- informs the public about the needs of higher education.

PROGRAM AND PHILOSOPHY:

- serves as a fact-finding agency and a clearing house of information about higher education needs and resources in the West.
- acts as a catalyst in helping the member states work out programs to their mutual advantage by gathering information, analyzing problems, and suggesting solutions.
- serves the states and institutions as an administrative and fiscal agent for carrying out interstate arrangements for educational services.
- has no authority or control over the member states or individual educational institutions; it works by building consensus based on joint deliberation and the recognition of relevant facts and arguments.

FINANCES:

- is financed in part by appropriations from the member states of \$28,000 annually; the states also contribute \$15,000 each to participate in a regional program in mental health, mental retardation, special education, corrections, rehabilitation, and the helping services.
- receives grants and contracts for special projects from private foundations and public agencies; for each dollar provided by the states during Fiscal Year 1976, WICHE will expend approximately \$16 from nonstate sources; in the past 21 years, grant and contract commitments have exceeded \$44 million.

COUNCILS, COMMITTEES, ADVISORY GROUPS

Each year, hundreds of westerners give their time, energy, and wisdom to aid the progress of WICHE and its programs. Their contributions are invaluable to this agency, to higher education, and to interstate cooperation in the West.

Our very special thanks to you who have helped us so much.

Chairmen of WICHE

1951-53	Dr. O. Meredith Wilson	Dean, University College, University of Utah
1953-54	Dr. Tom L. Popejoy	President, University of New Mexico
1954-55	Dr. G. D. Humphrey	President, University of Wyoming
1955-56	Frank L. McPhail, M.D.	Physician, Montana
1956-57	Ward Darley, M. D.	President, University of Colorado
1957-58	Frank J. Van Dyke	Attorney, Oregon
1958-59	Dr. Fred D. Fagg, Jr.	President Emeritus, University of Southern California
1959-60	Dr. Richard A. Harvill	President, University of Arizona
1960-61	Alfred M. Popma, M.D.	Physician, Idaho
1961-62	Dr. C. Clement French	President, Washington State University
1962-63	Dr. Charles J. Armstrong	President, University of Nevada
1963-64	Dermont W. Melick, M.D.	Physician, Arizona
1964-65	Dr. Willard Wilson	Secretary, University of Hawaii
1965-66	Mrs. Thomas (Edna) Scales	Collector of Customs, Oregon
1966-67	Dr. William R. Wood	President, University of Alaska
1967-68	Gordon Sandison	State Senator, Washington
1968-69	Dr. Merle E. Allen	Director, Coordinating Council of Higher Education, Utah
1969-70	John G. Mackle	Assistant Professor, Colorado Mountain College; Attorney, Colorado
1970-71	Dr. Rita R. Campbell	Senior Fellow, Hoover Institution, Stanford University, California
1971-72	Francis A. Barrett, M.D.	Physician, Wyoming
1972-73	Dr. Roy E. Lleuallen	Chancellor, Oregon State System of Higher Education
1973-74	Dr. Glenn Terrell	President, Washington State University
1974-75	Dr. William E. Davis	President, Idaho State University
1975-76	Dr. Lenton Mairly	State Representative, New Mexico

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ALASKA
ARIZONA
CALIFORNIA
COLORADO
HAWAII
IDAHO
MONTANA
NEVADA
NEW MEXICO
OREGON
UTAH
WASHINGTON
WYOMING

DIRECTOR'S MESSAGE

George Lowe was named the new director of WICHE's Division of Mental Health and Human Services. He is the first nonpsychiatrist to hold this post—yet another indicator of changing times.

I also have been affected by changing events. Last June, after 15 years with WICHE, I announced my retirement. This will be a change for me. And WICHE, itself, will see many changes under different leadership.

The Commission has chosen a new executive director. He is Dr. Phillip Sirotkin, currently executive vice-president and vice-president of academic affairs at the State University of New York at Albany. Although he comes to us from the East, Dr. Sirotkin is an old WICHE hand. He was a member of the staff in the late 1950s. At that time, Dr. Sirotkin helped develop WICHE's Mental Health Council. His experience, which includes state and federal positions as well as responsibilities in complex institutions, qualifies him well for the position. Dr. Sirotkin will begin his duties on June 1, 1976.

This year has also brought changes to WICHE programming. New programs include a proposed Western Library Network which, using modern computer technology, will connect all western libraries and their resources; the beginning of a nationwide manpower study in nursing; and an exciting new model program for probation and parole work. There has been steady growth in the program of the National Center for Higher Education Management Systems at WICHE (NCHEMS).

And, of course, the Student Exchange Programs continues to absorb a major amount of the Commission's time, effort, and interest. This multifaceted operation has grown tremendously in recent years, with the basic program literally doubling in size over the last 20 years (see Table 1 under SEP in the section on General Regional Programs).

Another important programs has been our biennial Legislative Work Conference. As in years past, this conference brought lively discussion from both educators and legislators. In December, they debated such topics as collective bargaining for college faculty and staff, the often-sensitive relationships between higher education and the state legislatures; the financing of higher education; and WICHE itself. Proceedings of that conference will be published within the month. Copies will be mailed to every legislator and college and university president in the West. Single copies will be available on request as long as the supply lasts.

These are but a few examples of this past year's programming activities. The division directors—Kevin Bunnell, George Lowe, Ben Lawrence, and John Gerdes—present more detailed accounts in the narrative section of this report.

★ ★ ★

Because this is my last annual report, I hope you'll allow me to reflect just a bit over my 15 years as executive director.

When I came to WICHE in 1960, the staff numbered 15 and the budget was less than \$400,000. Today, as we begin this bicentennial year, the WICHE staff exceeds 200 and the budget has topped \$8 million. In that same period, the number of programs has grown from 15 to 50.

Yes, there has been growth. But WICHE has never been guided by a "growth for growth's sake" philosophy. The WICHE Commissioners have realized the difference between growth and swelling. They have carefully measured each change and estimated the impact of each program. Each step has been well calculated, keeping the Commission's goals in mind and the West's interests at heart.



Robert H. Kroepsch

The year 1975 has been an important one for WICHE. And for me personally. Just to cite a few examples:

The Commission elected Dr. Lenton Malry as its chairman. He is a state representative in New Mexico and knowledgeable in the ways of government and politics. He is also an educator, sensitive to the issues and concerns of higher education. But there is more. Lenton Malry is a Black and is the first member of any ethnic minority group to be elected to the WICHE chairmanship. This speaks of several things: of Lenton Malry himself, of the changing times, and of WICHE as a changing organization. The membership of the Commission has altered since I joined the staff in 1960; it is more representative than it was. There are now five minority members and seven women.

In 1966, the Mountain States Regional Medical Program (MSRMP) was organized to cope with the health needs of four western states without medical schools. In 1976, that program will close down, after proving to be one of the best in the country. The agencies that follow will build on the foundation mortared together by MSRMP.

Mental health programming was fashionable in the early 1960s under President John Kennedy; today, it is less in vogue. But there are still many unmet needs for people with mental health problems. And WICHE continues to bring to bear educational resources for those who are in management and line positions.

In recent years, the catchword has been "accountability." As the flush times of the 1960s became the pallor of the 1970s, the people and their representatives turned questioning eyes to higher education as their hands tightened on the public purse strings. Where do the dollars go? What do they do? What does it all mean? Institutions needed the answers to these questions. They needed information, data. They needed to get it, to understand it, and to use it: information to stretch the dollar, information to stretch education. WICHE was ready. This time, the result was the National Center for Higher Education Management Systems. It is bringing forth the concepts of modern management and fashioning the tools to define, gather, and use the data.

The Student Exchange Programs and the Nursing Programs were well established when I arrived. But both have grown dramatically. This year, SEP is serving 1,147 students, and WICHE transmitted \$4.3 million from the 12 sending states to 95 different professional schools. Of this, \$1.3 million went to private institutions.

The Western Council on Higher Education for Nursing (WCHE) now involves almost every collegiate nursing program in the West: 115 community college programs, 41 baccalaureate programs, and 20 graduate programs. The success of this cooperative venture is the envy of nursing educators outside the West.

These are some of the more visible programs developed during the last 15 years. There are many others, all dealing with important needs, all making important contributions.

All this is a testimony to a band of 132 devoted Commissioners with whom I have worked over the past 15 years, who have contributed their time, effort, and energy to WICHE's goals. It is also a testimony to a vital, creative, and intelligent staff who were willing to place their professional careers on the line with an organization that exists primarily on "soft" money and provides no security through tenure. But more than that, it is also a testimony to the educational, professional, and governmental leadership in the 13 western states; these people have given validity to the difficult job of cooperation that has resulted in improving higher education and continuing education in the West.

The fact that WICHE exists demonstrates that westerners can put aside partisanship and can abandon that sort of chauvinism sometimes generated by state and local interests.

As a former New Englander, I quote the Gloucester fisherman: "The rising tide lifts all the boats." Likewise, interstate cooperation, through WICHE, lifts all the states.



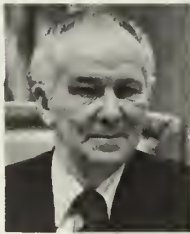
Phillip L. Sirotkin

Robert H. Knepp
Executive Director

COMMISSIONERS 1975-76

1975-1976
CHAIRMAN
VICE-CHAIRMAN

Dr. Lenton Malry, New Mexico
Dr. Glenn S. Dumke, California



ALASKA

*John S. Hellenthal, Attorney, Anchorage

Dr. Don M. Dafee, Executive Vice-President, University of Alaska, Fairbanks

T. D. Dumas, Principal, East Lathrop High School, Fairbanks



ARIZONA

*Sam Flake, President, Western Business Machines, Inc., Mesa

Dr. Richard A. Harvill, President Emeritus, University of Arizona, Tucson

Lawrence E. Woodall, Executive Coordinator, Arizona Board of Regents, Phoenix



CALIFORNIA

*Dr. Glenn S. Dumke, Chancellor, California State University and Colleges, Los Angeles



COLORADO

*Dr. A. R. Chamberlain, President, Colorado State University, Fort Collins

Dr. Joanne E. Arnold, Acting Associate Vice-Chancellor for Faculty & Staff Affairs, University of Colorado, Boulder

C. Gale Sellens, Denver Division Vice-President, Affiliated Bankshares of Colorado, Inc., Denver



HAWAII

*Dr. Frederick P. Haehnle, Jr., Professor of Education, University of Hawaii, Honolulu

John B. Connell, Executive Director, Construction Industry Legislative Organization, Honolulu

Patricia Salki, State Senator, Honolulu



IDAHO

*Martha D. Jones, M.D., Boise

Beverly B. Bistline, State Representative, Pocatello

Dr. Ernest W. Hartung, President, University of Idaho, Moscow



MONTANA

***Dr. Lawrence K. Pettit**, Commissioner of Higher Education, Montana University System, Helena

F. John Allaire, M.D., Great Falls

Herman C. Ross, D.V.M., Kalispell



NEVADA

***Dr. Thomas T. Tucker**, Chairman, Department of Educational Administration and Higher Education, College of Education, University of Nevada, Reno

Fred M. Anderson, M.D., Regent, University of Nevada, Reno

Dr. Patricia A. Geuder, Associate Professor of English, University of Nevada, Las Vegas

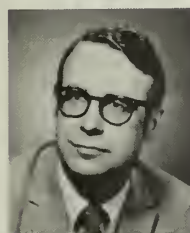


NEW MEXICO

***Dr. Ferrel Heady**, Professor of Political Science and Public Administration, University of New Mexico, Albuquerque

Dr. Lenton Malry, State Representative, Albuquerque

Alfonso E. Ortiz, Assistant Professor of Education, New Mexico Highlands University, Las Vegas



OREGON

***Gladys McCoy**, State Ombudsman, Office of the Governor, Salem

Dr. Roy E. Lleuallen, Chancellor, Oregon State System of Higher Education, Eugene

Barbara Stallons, Portland



UTAH

***Donald B. Holbrook**, Attorney, Salt Lake City

Dr. G. Homer Durham, Commissioner of Higher Education, Utah State Board of Regents, Salt Lake City

Jean M. Overfelt, Member, Utah State Board of Regents, Salt Lake City



WASHINGTON

***Gordon Sandison**, State Senator, Port Angeles

Patrick M. Callan, Executive Coordinator, Washington State Council for Postsecondary Education, Olympia

Dr. Glenn Terrell, President, Washington State University, Pullman



WYOMING

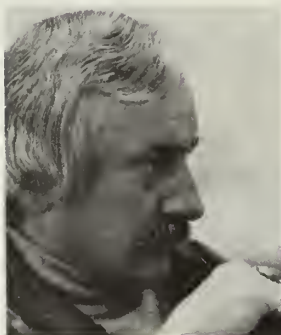
***Francis A. Barrett, M.D.**, Cheyenne

Dr. William D. Carlson, President, University of Wyoming, Laramie

William G. Rector, State Senator, Cheyenne

*Member of the 1975-1976 Executive Committee

DIVISION OF GENERAL REGIONAL PROGRAMS



**Kevin P. Bunnell, Associate Director, WICHE,
and Director, Division of Regional Programs (GRP)**

General Regional Programs cluster around three of WICHE's goals:

Expanding educational opportunities for western citizens.

Improving the quality of teaching and the efficiency of learning.

Fostering cooperative educational efforts among states and among colleges and universities

Most of the efforts in General Regional Programs are aimed at helping to solve problems that are related to WICHE's goals.

For example,

Problem: State systems for higher education in the West are faced with severe funding restrictions and expectations of thinning enrollment. This has led many of them to undertake systematic studies of "marginal" programs. At the same time, they must continue to provide broad educational opportunities for their citizens.

WICHE's Response: To help solve this problem, WICHE has developed a new student exchange model that encourages complementary specialization among institutions in different states. Thus, instead of the schools in each state attempting to operate the broadest range of programs (many of them suffering from underenrollment, marginal quality, and inefficient use of resources), a given state can concentrate its efforts and resources on selected programs. Hence, they can serve larger enrollments by accepting students at resident tuition rates from other states in the region that do not offer these programs. Reciprocally, state residents, paying only in-state tuition rates, may gain access to comparably strong programs not offered by their home state but made available to them through regional sharing. Once the program is fully operational, states should benefit from increased educational opportunities for their citizens, more efficient utilization of resources, and improved quality of programs.

Problem: Many college students want to test theories learned in the classroom by trying them out in real life. These students are either dropping out of college to join the world of work for a time or they are seeking organized field experiences.

WICHE's Response: WICHE has developed a service-learning internship program that annually meets the needs of about 300 western students who want to enrich their formal education with field experiences. WICHE interns handle specific work programs for

organizations and public agencies. As a result of their work, many interns have influenced the basic policies of their sponsoring organizations or communities. For example, one student developed a plan that grew into a million-dollar fish-processing industry in Humboldt County, California. Another intern designed a way to substitute flood-plain parks for channelization of rivers subject to periodic flooding. His plan was adopted by the U.S. Army Corps of Engineers.

Problem: *Traditionally, library information has been stored in community libraries, academic libraries, and other state and regional facilities. For the most part, the resources of any given library are available only to those who live nearby.*

WICHE's Response: WICHE is sponsoring a project that will use modern communications and systems technology to make library resources in the West available to all of the people in the West, regardless of where the library is or where the users are. A key element in this project will be to determine the least expensive way for the regional sharing of the library resources.

Problem: *American Indians have a dismal success record in American colleges. Many drop out of college simply because there is too much difference between reservation culture and college culture.*

WICHE's Response: WICHE is assisting some 22 Indian tribes to develop plans for reservation-based learning centers for adult students. A WICHE staff member is advising tribal councils on how to work within existing education systems to develop their own educational programs on the reservations. Indians who can study on the reservation will have a much better record of continuing to study. The reservation-based learning centers will educate Indians to do those things that reservations need most, including business management, economic planning, health care delivery, and agriculture and industry skills.

Problem: *Western nursing educators continually are attempting to improve the quality of collegiate nursing*

education. To do this in the most practical way, they need to share ideas and other resources on a regionwide basis.

WICHE's Response: In 1955, nurse leaders came to WICHE for help because it was organized to facilitate interstate and interinstitutional cooperation in higher education to make the best use of scarce resources. In 1957, the Western Council on Higher Education for Nursing (WCHEN) was born. And over the years, it has grown as an organization within WICHE—one that contributes to the improved health care of westerners through better faculty and improved educational programs in collegiate nursing schools and through helping working nurses to improve and update their knowledge and skills.

WCHEN now consists of 162 schools of nursing in colleges and universities in the 13-western-state region that are preparing students to become licensed as RNs. Representatives include faculty and staff of associate, baccalaureate, and higher degree programs, in addition to continuing programs and programs offering advanced study to prepare teachers and supervisors for specialization. WICHE undertakes nursing projects at the request of WCHEN; that is, all nursing projects result from specific requests from western schools of nursing. WCHEN requests those projects that are best carried out at the regional level or that require interinstitutional coordination. WICHE does not undertake nursing projects that compete with individual school or state efforts. During the past year, WICHE nursing projects have focused on increasing the quality and quantity of nursing research, on training nurses to improve patient education, on introducing cultural diversity into nursing curricula, and on analyzing and planning for improving the distribution of nursing personnel and services.

Nursing's expanding role in helping to meet health care needs requires a changed emphasis in ongoing educational programs, constant faculty updating and retraining, and continuing education for all practicing nurses.

THE WICHE STUDENT EXCHANGE PROGRAMS

STATE AND SCHOOL PARTICIPATION IN WICHE STUDENT EXCHANGE PROGRAMS 1975-76

Participation by States

Participating states, total	13
Sending states, total	12
Receiving states, total	12
Receiving only, total (California)	1
Sending only, total (Alaska)	1

Participation by Institutions

Medical schools	16 in 9 states
Dental schools	7 in 3 states
Veterinary Medicine schools	3 in 3 states
Dental Hygiene programs	11 in 7 states
Physical Therapy professional curricula	11 in 4 states
Occupational Therapy professional curricula	6 in 3 states
Optometry schools	3 in 2 states
Podiatry schools	1 in 1 states
Forestry schools	8 in 8 states
Graduate Library programs	9 in 6 states
Law schools	27 in 9 states
Pharmacy schools	12 in 10 states
Graduate Nursing programs	13 in 8 states
Public Health programs	6 in 4 states
	<u>133</u> in 12 states

The Student Exchange Programs (SEP) was WICHE's first program effort in 1953. For more than twenty years western states have shared educational resources, producing a regional pool of manpower in those professional fields endorsed for inclusion in the exchange program (see Table 1).

Participation by every western state is a goal of the WICHE Commission. One hundred thirty-three professional schools in twelve states have agreed to enroll WICHE students. Both public and private schools cooperate in this regional effort.

In academic year 1975-1976, 1,149 students were enrolled through the SEP in 14 professional fields. The schools get \$4.3 million of state money, which is distributed by WICHE.

Despite keen competition for places in high-demand professional schools, placements through the exchange have more than doubled in the last decade.

TABLE 1
STUDENTS ENROLLED IN WICHE STUDENT EXCHANGE PROGRAMS
1955-1975

State	YEAR				
	1955-56	1960-61	1965-66	1970-71	1975-76
Ak.	0	10	11	23	96
Ariz.	35	102	150	99	137
Colo.	0	11	14	18	3
Hawaii	0	2	25	46	75
Idaho	3	39	79	122	139
Mont.	12	28	73	133	159
Nev.	0	4	29	84	116
N. Mex.	31	56	43	37	89
Ore.	14	23	29	57	132*
Utah	8	18	17	25	49
Wash.	0	0	0	0	23
Wyo.	35	41	44	65	133
TOTAL	138	334	514	709	1,149

* Includes two students in WICHE Scholars Program.

RECEIPT OF SUPPORT FEES BY STATE AND INSTITUTION
as of November 5, 1975

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TABLE 3

MEDICINE

DENTISTRY

VETERINARY MEDICINE

DENTAL HYGIENE

OPTOMETRY

PHYSICAL THERAPY

OCCUPATIONAL THERAPY

PODIATRY

FORESTRY

LAW

GRADUATE LIBRARY STUDIES

GRADUATE NURSING EDUCATION

PHARMACY

**TOTALS, ALL FIELDS
WICHE STUDENT
EXCHANGE PROGRAMS**

**WICHE
SCHOLARS**

**TOTALS, WICHE
SCHOLARS PROGRAM**

GRAND TOTALS

DIVISION OF MENTAL HEALTH AND HUMAN SERVICES

ACTIVITIES IN 1975

During the past year, the Division conducted seven formal programs. These were:

Western Center for Continuing Education in Mental Health. The Center focuses on a constituency of western continuing educators and practitioners in the field of mental health. Over the years, the Center staff has met numerous times with this group, particularly concerning issues of management. This includes management training and actual training in demonstration seminars for practitioners. Additionally, the Center staff assist public mental health agencies to evaluate their program performance. Like the Division, the Center's major focus is planning, training, and evaluation.

Corrections Program. During the past year, the Corrections Program implemented three training projects. Participants in these projects included correctional personnel from 12 WICHE states.

One major project was the National Institute for Corrections, Administrative Study. This project provided seven days of executive development training for 120 middle-level managers from probation, parole, and correctional institutions. This was augmented by three to five days of follow-up assistance in the trainees' home states.

A second project was the Organization Development in Corrections. This activity provided 14 days of training in organization development skills and techniques for 70 correctional administrators. Program staff are now planning intensive follow-up assistance for these administrators, which will continue through 1976.

Finally, the project, Community Resources Management Team, provided 19 days of specialized training and six days of on-site consultation for 50 probation and parole officers from 10 adult community corrections agencies in the West. This project will continue during 1976 and will include juvenile as well as adult agencies.

Survey and Analysis of Training Needs of State-Level Mental Health Staff. This project is determining state-level mental health manpower needs as described by state mental health authorities for six states in the country (four in the WICHE region and two outside the region). Project findings will be published in 1976.

Knowledge and Skill Needs in Community Mental Health. During 1975, staff measured the activities and attitudes of 1,500 mental health personnel in the West who are working in publicly supported programs. The aim: to identify criteria that produce effective (or ineffective) interdisciplinary team work. Results of the study will be available in mid-1976.



George Lowe, Associate Director, WICHE, and Director, Division of Mental Health and Human Services

Formerly called the Division of Mental Health and Related Areas, this past year the Division was renamed the Division of Mental Health and Human Services. Working within these fields in the 13 western states, the Division has focused on three broad functions: planning, training, and evaluation.

Improving Mental Health Services on Western Campuses. This project, in working for more than a year with some 135 student services staff, administrators, faculty, and students, has developed model programs of mental health services at nine western colleges. Staff have staged workshops in western states involving approximately 600 student services staff and administrators. In addition, project staff provided consultations to eight colleges, involving approximately 300 student services staff and administrators.

After five years, staff also concluded publication of a monthly newsletter focused on campus student services programs, which reached nearly 4,000 readers, in order to concentrate on publication during 1976 of a series of three training manuals and a final evaluation of the nine model applications.

Minority Recruitment and Input into Social Work Education. This project will be concluded by June 30, 1976. During the past three years, 89 minority students with WICHE stipends have graduated with master's or doctor's degrees from the 14 graduate schools of social work in the West. Many of these minority students are now in practice in public mental health programs. Presently, 39 students are still completing their degree requirements.

Faculty Development—Minority Content in Mental Health. During 1975, staff prepared and published 13 monographs for faculty use that deal with recruitment, development, and sensitivity to minority needs in graduate schools of social work. This project will shift emphasis in 1976. It will broaden its scope from social work to all of the core disciplines in mental health. It will focus on minority concerns in continuing education and in mental health practice.

PLANS FOR FUTURE PROGRAMMING

The Division looks to develop specific projects that have major importance to the western states. Some of these potential projects include:

Developing credentialing models for paraprofessionals in the western states. At present, there is no system in the West that will permit mental health paraprofessionals to move from one state to another without losing status and position. Even within many western states it is difficult to move from one position to another without a career loss. Therefore, the Division hopes to develop a model or models that will assure paraprofessionals of flexibility in their career ladders through a credentialing system.

Assisting western states in the research and development of evaluation models that measure the "product" of the public mental health programs. This effort will help mental health administrators to meet government reporting requirements that emphasize efficiency and effectiveness of public mental health programs as the key determinant in allocating dollars and other resources.

Measuring the impact of judicial decisions on mental health practice and on the development of patient advocacy models. Recently, state and federal court decisions, including those of the U.S. Supreme Court, have profoundly affected mental health practice in the West. No organized data exist that clearly show the impact of court decisions on patients' rights and civil liberties. The Division hopes to develop such data for the West and to create one or more models for patient advocacy that could be acceptable to any western state.

Training of mental health center boards. The division hopes to determine whether or not the quality training of mental health board members makes a major difference in the administration of public mental health programs. The Division will select an appropriate sample of western mental health center boards, train the board members, and then evaluate the impact of this training based on the operation of the centers.

ACTIVITIES AND PLANS OF THE DIRECTOR'S OFFICE

During 1975, the Director's office provided consultation and technical assistance to eight western states. The Division hopes to develop sufficient financial strength to permit even greater responsiveness to state requests for such assistance. Presently, the Director's office is working with the 13 state mental health authorities in the West. This group will assist the Division to determine future programming with a keen eye on the critical needs of the states.

The Division also plans to develop other constituencies in such fields as mental retardation, developmental disabilities, and drugs and alcoholism. The goal is to gather significant input on all Division programming.

The Director's office is also actively building a new and more representative advisory council (the Western Council on Mental Health and Human Services). The new council presently consists of a member from each state, each of whom represents a major interest in mental health and human services. The council advises both the Commission and the Division Director, and supplies technical assistance and consultation on program priorities, needs, and development.

PLANNING AND MANAGEMENT DIVISION

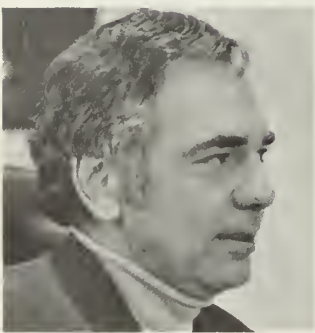
During the 1950s and 1960s higher education grew rapidly. It attracted an increasing proportion of the population and required greater sums of money to operate. Institutions found great difficulty keeping track of all the students, programs, buildings, and dollars. At the same time, state legislators and the public became concerned about the rising costs, program proliferation, and the degree to which students were being appropriately served.

Given this situation, institutions and agencies of higher education asked WICHE to help them develop a cooperative effort to improve their capability to plan and manage and to report to their respective constituencies on the nature of their activities and their needs for support. WICHE responded. In a few short months, the program met with several major successes and was soon expanded into a national effort and renamed NCHEMS.

NCHEMS's FOUR GENERAL TYPES OF ACTIVITIES

The Development of Information Standards, or Communications Base. This activity deals primarily with definitions of data used in higher education. For example, there are many different kinds of students, programs, and trends in higher education. In the past, most institutions defined these different types in any way that suited their particular needs. When various institutions and state agencies attempted to communicate with each other, they soon found that they were all using different definitions—they were talking different languages and could not understand each other. NCHEMS has attempted, with considerable success, to develop standard terminology to use when attempting to communicate about higher education activities so the various segments of higher education can understand each other. This does not mean that individual institutions must change their own internal definitions, but it does mean that when institutions are communicating to other institutions and state agencies, they can, depending on their capability, communicate in a mutually understandable language. These activities have resulted in products such as the Data Element Dictionary, Program Classification Structures, and the like.

The Development of Analytical Tools. It is not



**Ben Lawrence, Associate Director, WICHE, and
Director, National Center for Higher Education
Management Systems (NCHEMS)**

In general terms, the purpose of the National Center for Higher Education Management Systems (NCHEMS) is to improve the planning and management capability of higher education at institutional, state, and national levels.

enough to learn a language with words that convey a meaning that all can understand—that is, having a basic common definition. Large amounts of data must be analyzed to get information to assist in making decisions about complex problems.

NCHEMS develops analytical tools, many of which are computerized, to help do this analysis and to do it rapidly. These tools are like large calculators, which handle massive amounts of data rapidly. In some cases, they help to answer “what if” questions. If, for example, an institution receives an additional 1,000 students next year, how many new rooms, faculty members, and dollars will it need to handle this student influx?

Research on Difficult Problems. Some of these problems include measuring the outputs or benefits of higher education or attempting to understand those factors that may improve the productivity of higher education.

As costs in higher education have risen, many people want to maintain the present benefits but also want to discover ways of keeping the costs down. This calls for a way to measure the benefits and then devise new incentives or arrangements to produce these same benefits at less cost. These are complex problems that NCHEMS is attempting to understand in order to assist institutions and agencies with solutions.

Training. In the past, most people in higher education were not trained as planners and managers. Concern for efficiency was small. As higher education grew in size and expense, training became imperative in the new, developing concepts of management. NCHEMS has regular training programs for administrators in higher education to keep them familiar and knowledgeable about new management concepts, procedures, and tools. Several thousand persons have attended these seminars during the past five years.

Specific NCHEMS projects fall into four major categories: those dealing with (1) the communications base (information standards), (2) institutional problems, (3) state and national problems, and (4) with research on problems such as productivity, finance, and measurement of outcomes.

NEW EFFORTS WITHIN THE PAST YEAR

State-Level Information Base Project. This project is designed to prepare state-level planning and decision makers and to provide states with software and structures that will enable the information to be accessible for the range of

issues, problems, and decisions encountered by state-level agencies. In developing this information base, (a) a common core of data should exist that all states can utilize, (b) each state should be able to include information unique to itself in addition to using common-core data, and (c) subsets of the common-core data should be defined and collected in the same way in all states so that information could be compared across state lines.

Major Research University Information Exchange Procedures Project. This project is designed to develop and implement a set of exchange procedures that will provide administrators of complex research universities with the types of comparative data they need to better carry out their planning and management responsibilities. Initially, the project will focus on the current set of Information Exchange Procedures. Problem areas will be delineated and short-range solutions can be determined. Longer-range solutions will be developed in other project areas, such as Costing and Research on Productivity and Resource Allocation, and incorporated into this project when appropriate.

Research and Analysis Resources Project. This project is designed to increase and extend the flow of information in postsecondary education from those agencies and groups collecting data to those who require the data for planning and management purposes. Initially, this project will focus on: (a) anticipating and determining the specific information assistance needs of present and proposed NCHEMS projects, (b) providing a mechanism through which NCHEMS can interact with other educational data collection and dissemination activities, (c) promoting and encouraging among NCHEMS staff the development of knowledge and understanding of information resources available to the postsecondary education community, and (d) providing an opportunity for the advancement of information systems technologies specifically useful in postsecondary education management.

Better Information for Student Choice Project. This project is designed to improve the quality of information available to prospective students. Various kinds of information, typically obtainable at postsecondary institutions and potentially useful to high school seniors in determining where to pursue their education, are not now available to such students. NCHEMS staff are working with a number of schools and colleges to identify which of this information would be useful to prospective students. The staff are also exploring ways to effectively communicate such information to them. In addition, information needs of special groups, such as older students and students from disadvantaged backgrounds, will be explored.

MOUNTAIN STATES REGIONAL MEDICAL PROGRAM



**John W. Gerdes, Regional Director,
Mountain States Regional Medical Program
(MSRMP)**

The Mountain States Regional Medical Program (MSRMP) serves the states of Idaho, Montana, Nevada, and Wyoming. In 1975, MSRMP awarded \$1,972,098 for health care projects in those states.

Major goals of MSRMP are to improve the delivery and quality of health care and to assure the best possible utilization of health manpower in its

service area. Using money awarded from the Department of Health, Education, and Welfare (DHEW), MSRMP's 32-member Regional Advisory Council selects projects for funding proposed by local health interests in each state. Each project focuses on one or more MSRMP goals.

There were more than 11,000 instances of participation by health professionals and allied health workers in training programs receiving funds in 1975. Also, 63,994 residents of the region received direct health care services from MSRMP-sponsored programs. Another 405,497 residents received health care services from health professionals trained by MSRMP funds.

The National Health Planning and Development Act became law in January 1974. The Act authorizes Health Systems Agencies (HSA), which combines the functions of the nation's Regional Medical Programs (RMPs), Comprehensive Health Planning Agencies, and Hill-Burton programs. HSA begins on June 30, 1976.

The effect of this transition resulted in a substantial decrease in MSRMP's last award from DHEW. Until June 1975, MSRMP had given awards to more than 60 projects. After that date, the number fell to about 25.

Implementation problems and proposed federal budget cutbacks augur poorly for the availability of federal investment capital to develop and improve health services in the Mountain West. Thus, steps have been taken to soften this potential loss of funds.

At the direction of the Regional Advisory Council, staff established a nonprofit corporation in July 1974—the Mountain States Health Corporation. It will capitalize on past MSRMP experience and will continue to develop regional approaches to health care problems. Funding will come primarily from state agencies and private foundations.

Already, the Corporation has been designated the grantee for a two-year study by the nation's RMPs Public Accountability Reporting Group. It also serves as the grantee for the Western Interstate Consortium of Radiologic Technologists. More than \$2.2 million in project proposals are pending before various funding agencies.

REGIONAL PROGRAM HIGHLIGHTS

Breast Cancer Screening and Education Clinics (Idaho, Montana, and Wyoming). Clinics were held in 15 communities. More than 2,224 women were screened and taught breast self-examination (BSE). There were 119 women referred to their physicians for further diagnosis. Nurses were

taught how to teach BSE and physicians were given an update in the latest methods of breast cancer detection. More than 575 doctors and nurses attended the workshops held just prior to the clinics.

Neonatal Intensive Care (Idaho, Nevada, and Wyoming). At the close of 1975, hospitals in 14 communities in the four-state region were receiving guidance in the establishment of neonatal intensive care units and funds to train physicians and nurses in modern methods of treating critically ill newborn infants. A joint study by the MSRMP and University of Washington indicated that an estimated annual savings of \$22.5 million is possible in the region through effective neonatal intensive care.

New Health Manpower (Idaho, Montana, Nevada, and Wyoming). Sixteen traineeships were awarded to registered nurses who undertook training to become nurse practitioners. Through advanced training, the nurse practitioner is able to assume some of the routine duties of physicians. This frees them to attend to more seriously ill patients.

Emergency Medical Services (EMS) (Idaho, Montana, and Nevada). For three years ending June 30, 1975, MSRMP funded EMS activities and helped state agencies to plan and implement their respective EMS programs. MSRMP also supported community EMS development in Sheridan, Wyoming.

Minority Programs. These programs centered on workshops on Dynamics of Indian Culture in Idaho and Montana. Some 500 participants attended these workshops, which dealt with differences that interfere with communications between Native American patients and non-Indian health personnel. Participants at the meetings pointed out that cultural differences must be considered in planning health care for Indians. Other activities included a regional Hispanic cross-cultural conference, hypertension screening on Montana's Rocky Boy Reservation, and a study of congenital heart disease on the Northern Cheyenne Reservation, also in Montana.

PROGRAM HIGHLIGHTS BY STATE

IDAHO

Laboratory Improvements. Confidence limits for a wide range of clinical lab tests at 45 hospitals and independent labs in the state rose from 92 to 98 percent in a two-year period ending June 30, 1975, as a result of a voluntary lab proficiency testing program funded by MSRMP.

Rural Health Conference. More than 200 interested citizens, legislators, and health care

providers attended a statewide rural health conference in Boise.

MONTANA

Hypertension Screening. A two-year project to identify potential hypertensive people in Montana concluded in 1975. More than 4,600 residents in 23 communities were screened for high blood pressure. Some 30 physicians and 440 nurses attended educational seminars on hypertension prior to each clinic.

Physical Assessment. An ever-increasing number of nurses in Montana are having to perform routine physical examinations on patients and report their findings to a physician. The MSRMP conducted 16 physical assessment workshops in the state, which were attended by 203 nurses.

NEVADA

Child Neglect and Trauma Center. MSRMP provided funds to the Washoe County District Health Department, Reno, to establish this Center to coordinate the child abuse and neglect services in Washoe County. More than 130 cases were handled by the Center in 1975.

Hearing Assessment. About 18 percent of the 440 children in 13 rural Nevada communities failed a hearing test conducted by the State Division of Health. These children were spotted because of an instrument that can assess the functions of the middle ear without patient reaction. MSRMP funds bought the instrument.

Lipid Screening. MSRMP provided partial funding for a study of cholesterol and triglyceride levels in the blood of 900 eighth graders in Las Vegas schools. Preliminary results showed that 25 percent of the students had abnormal levels of blood fats that might lead to cardiovascular disease.

WYOMING

Health Fairs. More than 7,000 people visited eight health fairs on illness prevention that were conducted throughout the state last year.

Activated Patient. Eighty Wyoming residents attended special classes to gain pertinent information on the prevention and detection of chronic health problems. The final course was broadcast on the educational television station in Casper.

Hypertension Screening. Two clinics were held in every community of 500 residents or more over a two-year period ending in June 1975. More than 40,000 residents were screened.

SUMMARY OF CASH RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDED JUNE 30, 1975

John C. Staley, Associate
Director, WICHE, and
Director of Administration



In accord with the provisions of the Western Regional Education Compact, the Commission provides for an annual independent audit of its books. On July 23, 1975, the Denver, Colorado, firm of Haskins and Sells, certified public accountants, completed this audit for the year ended June 30, 1975. A copy of its report has been sent to the governor of each state. Single copies are available on request.

SOURCES OF INCOME:

Cash Balance, July 1, 1974 \$ 533,938
Cash Receipts, 1974-75

Appropriations from Member States	\$ 356,793	Institute and Seminar Fees	\$ 88,796
Student Exchange Support Fees from States	3,621,420 ¹	Interest	117,916
State Mental Health Contributions	95,570	Sales of Publications and Other Training Materials	112,028
Grants and Contracts	6,299,685	Miscellaneous	4,867
			\$10,697,075

Total Cash Available for Use **\$11,231,013**

CASH DISBURSEMENTS BY PROGRAM OR ACTIVITY:²

WICHE Administrative and Basic Operation Funds **1,041,095³**
Program Funds:

Student Exchange Coordination	\$ 104,357	Resources Development	
Student Exchange Support Payments to Schools	3,643,933 ¹	Internship Program	\$ 447,620
Regional Services Unit	58,564	National Center for Higher Education Management Systems at WICHE	1,670,918
Continuing Education and Library Resources	105,734	Western Information Exchange Procedures	20,723
Planning Resources in Minority Education	62,867	Western States Project on Postsecondary Education	
Western Council on Higher Education for Nursing	79,222	Budgeting Procedures	10,448
Continuing Education for Nurses in Idaho, Montana, and Wyoming	119,850	Psychiatry Continuing Education of Physicians	1,506
Faculty Development in Continuing Education for Nursing	26,559	Corrections Program	137,165
Compilation of Nursing Research Instruments	32,361	Mental Health Continuing Education	10,619
Regional Program for Nursing Research Development	151,856	Improving Mental Health Services on Western Campuses	76,806
Western Society for Research in Nursing	5,422	Faculty Development — Minority Content in Mental Health	66,646
Nurse Faculty Development to Meet Minority Group Needs	33,889	Western Center for Continuing Education in Mental Health	75,289
Cultural Diversity in Nursing	23,799	Knowledge and Skill Needs of Community Mental Health Centers	42,373
Analysis and Planning for Improved Distribution of Nursing Personnel and Services	125,658	Survey of Training Needs of State Mental Health Departments	19,712
Developing Concepts of Limits to Growth	23,925	Manpower Development for Program Analysis	1,435
Mountain States Regional Medical Program	2,039,797	Minority Recruitment and Input into Social Work Education	268,869
		Inactive Funds	9,027
		Refunds to Grantors	4,752
			\$ 10,542,796

Cash Balance, June 30, 1975 **\$ 688,217⁴**

¹The difference between these two amounts reflects amounts carried over from the prior year.

²Only direct cost expenditures are shown for program funds. Indirect costs are charged internally to programs, but they are not included in program expenditures above because they are reflected in the WICHE administrative and basic operation expenditures.

³This includes expenses of the executive director's office, associate directors' offices, administrative services office, publications unit, public information unit, personnel office, WICHE library, planning office, and meetings of the Commission, the Mental Health Council, and the NCHEMS advisory structure.

⁴This balance primarily represents advance payments on grants in addition to a contingency balance of \$295,969.

TEN-YEAR COMPARISON OF STATE AND NONSTATE FUNDS, 1965-66 to 1974-75

	Year	State Funds	Nonstate Funds
State Funds State appropriations and voluntary state contributions for support of the mental health programs. Does not include state funds paid to professional schools under the Student Exchange Programs	65-66	\$202,500	\$ 683,668
	66-67	217,500	1,156,366
	67-68	255,000	1,618,063
	68-69	270,000	2,230,661
	69-70	285,000	3,134,973
	70-71	285,000	4,134,390
	71-72	275,000	4,553,346
	72-73	300,000	5,473,051
	73-74	461,500	4,801,613
	74-75	461,500	6,199,406
Nonstate Funds Funds expended for special regional projects from grants from private foundations and public agencies outside the region			

WICHE PROGRAMS

GENERAL

1. Legislative Work Conference

DIVISION OF GENERAL REGIONAL PROGRAMS

2. Student Exchange Programs (SEP)
3. Regional Services Unit
4. Planning Resources in Minority Education (PRIME)
5. Western Council on Higher Education for Nursing (WCHEN)
6. Feasibility Study: Nurse Leadership Preparation for Complex Organizations
7. Training Nurses to Improve Patient Education
8. Western Society for Research in Nursing
9. Models for Introducing Cultural Diversity in Nursing Curricula
10. Regional Program for Nursing Research Development
11. Compilation of Nursing Research Instruments
12. Continuing Education for Nurses in Idaho, Montana, and Wyoming
13. Analysis and Planning for Improved Distribution of Nursing Personnel and Services
14. Resources Development Internship Program (RDIP)
15. Continuing Education and Library Resources Program

DIVISION OF MENTAL HEALTH AND HUMAN SERVICES

16. Faculty Development—Minority Content in Mental Health (Phase II)
17. Community Resources Management Team (CRMT)
18. National Institute of Corrections, Administrative Study (NICAS)
19. Organization Development in Corrections
20. Improving Mental Health Services on Western Campuses (Phase II)

21. Minority Recruitment and Input into Social Work Education
22. Western Center for Continuing Education in Mental Health
23. Survey and Analysis of Training Needs of State-Level Mental Health Staff
24. Knowledge and Skill Needs of Community Mental Health

MOUNTAIN STATES REGIONAL MEDICAL PROGRAM (MSRMP)

25. Improving Minority Access to Health Care
26. Neonatal Intensive Care
27. Medical Audit System Development
28. New Health Manpower
29. Breast Cancer Screening Clinics
30. EMT Satellite Evaluation
31. Public Accountability Reporting

NCHEMS—NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS at WICHE

32. Communication Services
33. Data Element Dictionary/Data Sources
34. Extending the Institutional Communication Base
35. Outcomes
36. Revision of the Program Classification Structure
37. Evaluation
38. Information about Students
39. IEP Implementation and Targeted Training
40. IEP Structure, Measures, and Procedures
41. Institutional Computer Software
42. Institutional Data Use
43. Intra-Institutional Planning and Management
44. National Planning Model—Phase III Extension
45. State-Level Information Base
46. State-Level Targeted Training
47. State Postsecondary Education Planning Model
48. Statewide Analysis
49. Better Information for Student Choice
50. WICHE Policy Analysis Service
51. Western States Project on Postsecondary Education Budgeting Procedures

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H. Kent Weldon, M.S., Sr. Staff Associate
Gordon Ziemer, M.B.A., Associate Director

SELECTED WICHE PUBLICATIONS

WICHE Annual Report 1974.

WICHE Reports on Higher Education. A newsletter containing information about WICHE programs and articles of general interest on higher education.

This Is WICHE. A brochure describing WICHE's activities and goals.

Your State Can Help You Secure Your Education in Medicine, Dentistry, Veterinary Medicine, Dental Hygiene, Physical Therapy, Occupational Therapy, Optometry, Podiatry, Forestry, Graduate Library Studies, Law, Pharmacy, Graduate Nursing Education, Public Health. A brochure describing WICHE's Student Exchange Programs, Academic Year 1976-77.

About WCHEN. A brochure describing the programs and activities of the Western Council on Higher Education for Nursing.

Western Network Newsletter, No. 1. A newsletter produced by the Western Network Project of the WICHE Continuing Education and Library Resources Program.

Most of the publications of the National Center for Higher Education Management Systems (NCHEMS) at WICHE are available on a subscription basis. The subscription rate for the year 1976 is \$40, \$55 for subscriptions mailed to addresses outside of North America.

NCHEMS Products. A description of documents and computer software produced by NCHEMS.

PUBLIC AND PRIVATE GRANTING AGENCIES

In the past 21 years, WICHE has received grant and contract commitments totaling more than \$44 million from public and private granting agencies for the support of a wide variety of regional programs that have contributed to the development of the 13 western states. Most of these agencies have made two or more grants to WICHE, thus underscoring a growing national interest in regional cooperation. In the last analysis, the people of the West are the ones who benefit from the investment of this risk capital, and on their behalf WICHE expresses appreciation to the organizations and agencies listed below.

Carnegie Corporation of New York
The Commonwealth Fund, New York
Council on Library Resources
The Danforth Foundation, St. Louis
Easter Seal Research Foundation, Chicago
Education Foundation of America,
Westport, Connecticut
EXXON Education Foundation, New York
Max C. Fleischmann Foundation, Reno,
Nevada
The Ford Foundation, New York
The Grant Foundation, Inc., New York
W.K. Kellogg Foundation, Battle Creek,
Michigan
National Endowment for the Humanities,
Washington, D.C.
National Indian Education Association,
Minneapolis
National Science Foundation, Washington, D.C.
Jessie Smith Noyes Foundation, Inc.,
New York
Rockefeller Brothers Fund, New York
United Cerebral Palsy Research and
Educational Foundation, Inc., New York
U.S. Department of Commerce, Washington, D.C.
Economic Development Administration
U.S. Department of Health, Education, and
Welfare, Washington, D.C.
National Institute of Education
Office of Education
Office of Juvenile Delinquency and
Youth Development
Public Health Service
Division of Chronic Diseases
Division of Community Health
Division of Nursing
Division of Regional Medical Programs
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Rehabilitation Services Administration
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